



FEATURES OF ADOLESCENCE

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Abstract

This article discusses the importance of knowing the psychology of adolescence in children, both psychologically and pedagogically. The specific features of adolescence are discussed in detail and analyzed through several examples

Key words: *adolescence, analysis, discusses, pedagogical, specific features, boys, girls, school, children, teacher, methodic;*

Introduction

The tasks of educating the young generation at the present stage pose new requirements for the development of forms in which contacts between family and school, teachers and parents are carried out. The achievements of psychological science, the experience of practicing psychologists make it possible to equip teachers with the knowledge necessary to work with parents.

Psychologists, starting with L.S. Vygodsky, unanimously consider the feeling of adulthood as the main neoplasm of adolescence. However, an orientation toward adult values and comparing oneself with adults often force the adolescent to see himself again as relatively small and dependent. At the same time, unlike a child, he no longer considers such a situation to be normal and strives to overcome it. Hence the contradictory feeling of adulthood - a teenager pretends to be an adult and at the same time knows that the level of his claims is far from being subject to and justified in everything.



Main part

For the teacher and educator, knowing the psychology of children's adolescence is important both from a psychological and pedagogical point of view. We also call this period the transition period. Adolescence mainly involves children aged 11-15, i.e. students in grades 5-8. Some of the difficulties encountered in the education and upbringing of adolescent students stem from the sometimes insufficient knowledge or denial of the mental development and characteristics of children at this age. There will be many more challenges in raising adolescents than in younger and older school children. Because the process of turning a small child into an adult is very difficult. This process is associated with a significant change in the forms of adolescent psychology's interactions with people, as well as changes in living conditions.

During this period, adolescents develop their own personal opinions. They have an expanded sense of self-worth. According to the definition of scientific psychology, the forces that drive the mental development of adolescents are the emergence and elimination of dialectical contradictions between the needs arising from their activities and the ability to meet these needs. Contradictions consist in overcoming high levels of mental development, more complex forms of activity, and a number of new psychological characteristics of the individual. Then we move on to a higher stage of mental development. Let's look at adolescence more clearly in this context. The child completes elementary school. A child's transition to high school is a turning point in his or her life. Thus, in order to find new and appropriate ways and means of educating adolescents, we need to be well aware of the physical and psychological development of the specifics of adolescence. The semantic characteristics of adolescence change over time as the social conditions of human life in particular change.

The biological factors of the development of psychology include the fact that adolescents' minds are heavy, sometimes powerless, which leads them to serious mental crisis and excitement, for example: protest, rudeness, stubbornness, o, characteristic of adolescents. the tendency to z-self-analysis places great emphasis on sexual maturity, which leads to the subjective world and similar traits. According to psychologists, the psychological



characteristics of youth are not only the result of biological maturity and development, but also the change in the child's social life conditions and activities, as well as the emergence of new social factors. a clear organization of education and upbringing cannot be viewed as a product of the specific living conditions and activities of adolescents. In other words, the role of social conditions cannot be replaced by the role of concrete living conditions and activities.

One of the most important needs of the transitional age is the need to be freed from the control and guardianship of parents, teachers, elders in general, as well as from the rules and procedures established by them. The transitional age is the period of a child's emancipation from his parents. I.S. Kon [1] indicates that this process is complex and multidimensional. Emancipation can be emotional, showing how important emotional contact with parents is for a teenager in comparison with attachments to other people (friendship, love), behavioral, manifested in how rigidly parents regulate the behavior of a son or daughter, or normative, showing whether a teenager for the same norms and values as his parents, or for some other. Each of these aspects of emancipation has its own logic.

The development of temporal representations is closely related to both mental development and a change in the life perspective of a teenager. The adolescent's perception of time is still discrete and limited by the immediate past and present, and the future seems to him to be an almost literal continuation of the present. In youth, the time horizon expands both in depth, covering the distant past and future, and in breadth, including not only personal, but also social perspectives. Forming a new time perspective is not easy for everyone. A heightened sense of the irreversibility of time is often combined in adolescent consciousness with a reluctance to notice its course, with the idea that time has stopped. The life position is inseparable from the personality worldview. The social value of a person is determined by how much his activities contribute to the progress of society. Asking the question about the meaning of life, a teenager simultaneously thinks about the direction of social development in general and about the specific goal of his own life. What is my place in the common struggle, in what kind of activity my individual abilities will be revealed to the greatest extent. There are no general answers to these questions, you need to suffer them yourself, they can only be approached in a practical way. Difficulty in adolescent reflection



on the meaning of life in the correct combination of near and far perspective. Worldview issues are resolved categorically, they reflect the contradiction between the abstract and the concrete.

A characteristic feature of adolescence is the formation of life plans. This phenomenon is both social and ethical. This is an activity plan that is grounded on the choice of a profession. The desire for self-affirmation is replaced by more realistic and critical introspection and self-education. Unlike a child who accepts the rules of behavior on faith, the young man is already beginning to realize their relativity, but he does not always know what they need to be correlated with. A simple reference to authorities no longer satisfies him. More "destruction" of authority becomes a psychological need, a prerequisite for one's own moral and intellectual search. Until his own system of values has developed, the young man easily succumbs to moral relativism: if everything is relative, then everything is allowed, everything that can be understood can be justified, and so on. Purposeful ethical education, clarification of the principles of morality in general terms, or on specific examples of life, literature raise the level of moral consciousness of young men and women, help them to better understand, weigh and evaluate life situations. [2]

The behavior and life aspirations of adolescents cause conflicts in the family, and at the same time, the parents are right (most likely). Situations of this kind are usually associated with the age characteristics of children: when they still cannot appreciate the experience of parents, their efforts for the benefit of the family. Parents' just grief is caused by one-sided, temporary, not based on real abilities to entice children to the detriment of their studies, basic activities, and in some cases - with immoral acts. Psychologists have this term - "self-directed cruelty." The manifestation of cruelty towards oneself is alcoholism, drug addiction, substance abuse, and other dangerous deviations in behavior. And so, a teenager is not a future person, but already a person, childhood and adolescence is not an expectation of adulthood, but a full-fledged period of life. It is correct when parents build relationships with a child not from the standpoint of a boss or owner, and not as with a doll, but as close and friendly as possible, like relations of warmth, joy, cooperation, and trust.



However, according to S.V. Kovalev [3], this approach seems to be fundamentally wrong. The upbringing of the qualities necessary for family life (such as understanding, responsiveness, emotional complicity) most of all occurs in the invisible but extremely influential area of relationship pedagogy, the defects of which give rise to subsequent deviations in behavior. So, studying adolescent offenders from prosperous family unions - complete, financially secure and not directly affecting the child - scientists have found two types of families in which they grew up. The first - with the consumerist style of upbringing, where material well-being was combined with complete lack of spirituality, with philistine and money-grubbing interests, and the second - with the absence of emotional contacts between parents and children, normal, warm relationships. In his work "The Psychology of Early Youth", I.S. Cohn writes: "If you believe the departmental socio-pedagogical data, the overwhelming majority of children love their school, and in high school, attachment to it increases. Only 8% of ninth-graders surveyed by psychologists expressed a critical attitude towards school (among sixth-graders it was shown by 25.6%). Personally, I am skeptical about this data. High school students know well what they want from them and answer accordingly. Especially unreliable in this sense are the results of mass polls conducted by teachers themselves. Their anonymity is often fictitious, and educational scientists enthusiastically quote the standard student enthusiasm for the school.

Pedagogical research, the work of practitioners - psychologists, literary data suggest that the greatest difficulty for parents is the presentation of requirements to the child. One of the typical mistakes in this case is the inability of parents to take into account age-related changes in the psyche of the child, to treat him according to the model of the previous age stage. This inertia of parents causes various forms of negativism in children. Negativism is especially pronounced in adolescence. Parents try to limit the activity, independence of the teenager, sometimes in an authoritarian form express opinions about his friends, interests, try to influence the interests of the child. There are cases when parents read the diaries and letters of children, believing that they have a right to know how they live. Naturally, distrust, disrespect for the intimate life of a teenager contributes to the alienation of children from their parents, leads to irritability, disobedience. Psychological data show that children of 11-15 years old perceive communication with adults, and especially with parents, as a zone of conflict that



must be avoided by any means: to avoid contact, to create the appearance of obedience. An adult for whom formal obedience is enough does not enjoy the authority of the child; he has not found a way either to the consciousness or to the heart of the child.

Conclusion

And so, the adolescent period of life creates special opportunities for strengthening and developing internal ties between children and parents. Only when they are present do the requirements and wishes of parents become moral criteria for their behavior for a teenager. The instinct of kinship, the "voice of blood" is intensely manifested when parents and children are humanly close to each other, linked by ties of not only kinship, but also spiritual life. The predominance of normative content in relations with adults pushes the adolescent to search for people who can give him love, to relate to him, and not to some invented, phantom image of the I of this particular person. Such people turn out to be peers, although they can also be people (companies) of an older age, these people can give a teenager (due to their life incompetence) inaccurate psychological information, which will have an impact on his relationship with his own family. No wonder, considering the issues in the article, the interaction of parents and their children shows that a trusting attitude and communication with parents is associated with the manifestation of reduced anxiety, and regulation - with increased. With regret, we have to state that the need of adolescents for unregulated communication with adults does not receive its satisfaction, since the regulated type of communication prevails in life. It remains only to think that behind this is another manifestation of separate love, replaced by pseudo love, a phenomenon that is culturally separate in nature, where the ideal of a person and the concept of life are not scientific abstractions, but constitute the fabric of a person's relationship to another person. It is very difficult to describe the impact of a person on a person in unregulated communication, communication of the soul with the soul, where words often do not matter much - the attitude is more important. It can also be expressed in a look, gesture, short remark, shared feelings.



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